

Senate Bill 504

Activity from July 2013 – May 2014

Annual Summary Report

June 15, 2014

Submitted to:
Legislative Committee on Education



Executive Summary

For the period beginning July 1, 2013 through May 9, 2014, funding for Non-Zoom schools from Senate Bill 504 served 1,028 English Language Learners (ELLs) in 13 districts and 41 schools.

The five program types offered to the State Public Charter School Authority and districts other than Clark and Washoe are:

- PreK Expansion or Creation: High-quality, developmentally appropriate prekindergarten programs:
 - 5 districts, 8 sites, and 187 ELLs served
- Reading Acquisition: The acquisition and implementation of empirically proven assessment tools to determine the ELL's reading levels; program designed to support ELLs learning:
 - 2 districts, 2 sites, and 72 ELLs served
- Professional Development: For teachers and other educational personnel regarding effective instructional practices and strategies for ELL children:
 - 4 districts, 22 sites, 521 staff impacted, 495 ELLs and Non-ELLs impacted
- Before/After/Summer Program: English development program, before and after school and/or during the summer:
 - 3 districts, 9 sites, and 168 ELLs served
- Other: District designed and proposed programs to serve ELLs:
 - 2 Districts, 6 sites, and 103 ELLs served

Even though SB504 programs vary across Nevada according to the needs of ELLs and local resources, several common features stand out. For PreK, districts emphasize parent involvement as a key to student engagement and family literacy. Parents participate in classroom activities, receive home visits, and learn how to increase their children's reading. All districts with PreK programs struggled to find appropriate facilities and to recruit qualified personnel by the beginning of school. Several districts postponed starting their programs for several months to ensure necessary personnel and facilities were in place. Notwithstanding, districts report their confidence that these ELL students will have improved skills and readiness to begin kindergarten. Most SB504 PreK programs pattern after and partner with state PreK programs.

Districts providing professional development focused on sheltered instruction and World-class Instructional Design and Assessment (WIDA) English language development standards. Districts ensured participation by instructional leaders, teachers and staff, and indicate widespread implementation in classrooms and schools.

Reading Acquisition, Before/After/Summer and Other programs each include forms of specialized tutoring to address individual student academic needs.

The Nevada Department of Education identifies three specific recommendations for continued implementation of SB 504.

- Ensure appropriate evaluative measures to accurately identify a PreK child as an English language learner and to measure the growth of their language development and proficiency
- Create alignment across all Nevada PreK programs (Title I, III, SB504 and State PreK)
- Ensure availability of qualified personnel and space for program implementation and expansion

Program performance data is incomplete at this time. Some post-test assessments have not yet been completed and/or the results are not yet available. All PreK programs have WIDA MODELS data available. The following table presents the allocation and implementation demographics and the two graphs represent the PreK WIDA MODELS performance data.

SB 504 Program Allocation and Implementation Demographics													
District*	FY13-14	# Sites	Total ELLs **	Program Types									
				PreK		Reading		PD		Before, After and/or Summer		Others	
				# ELLs	Cost Per ELL	# ELLs	Cost Per ELL	# ELLs	Cost Per ELL	# ELLs	Cost Per ELL	# ELLs	Cost Per ELL
Carson	\$416,416.00	3	47	47	8,860	-	-	-	-	-	-	-	-
Churchill	\$86,714.00	7	244	8	8,389	-	-	236	83	-	-	-	-
Douglas	\$101,007.00	7	283	-	-	-	-	208	268	-	-	75	604
Elko	\$342,566.00	7	226	69	4,023	61	122	-	-	96	386	-	-
Esmeralda	\$3,812.00	1	11	-	-	11	347	-	-	-	-	-	-
Humboldt	\$134,835.00	1	36	36	3,745	-	-	-	-	-	-	-	-
Lander	\$34,781.00	TBA	TBA	-	-	-	-	TBA	-	TBA	-	-	-
Lincoln***	\$1,429.00	-	-	-	-	-	-	-	-	-	-	-	-
Lyon	\$184,385.00	2	28	-	-	-	-	-	-	-	-	28	6,585
Nye	\$121,494.00	1	27	27	4,500	-	-	-	-	-	-	-	-
Pershing	\$13,817.00	1	29	-	-	-	-	-	-	29	476	-	-
White Pine	\$8,576.00	8	51	-	-	-	-	51	168	-	-	-	-
Charter Aut.	\$47,168.00	3	46	-	-	-	-	-	-	46	1,025	-	-
Total	\$1,497,000.00	41	1,028	187	4,105	72	157	495	170	171	573	103	2,230

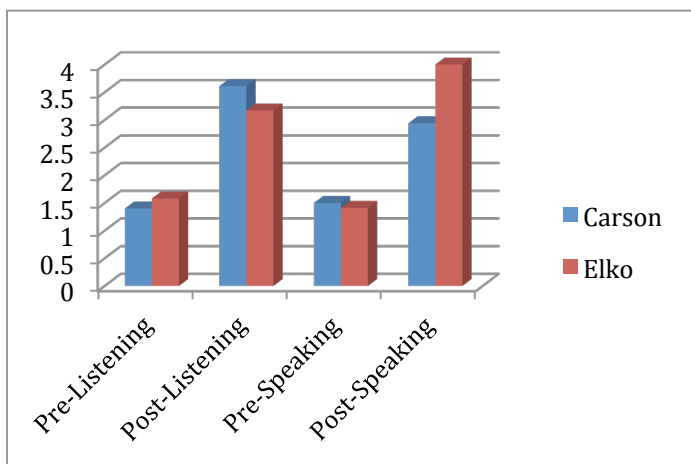
*Eureka, Mineral, and Storey reported "0" K-4 EL student in SY2012-13

**Total ELL count may reflect students counted more than once in different programs

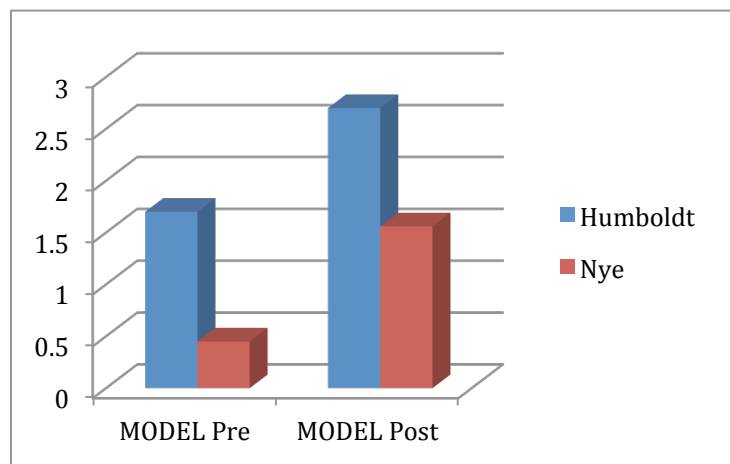
***Lincoln did not apply for funding in SY2013-14

Note: Cost per ELL is the projected expenditures per pupil
Clark and Washoe not represented

Carson and Elko MODELS (Listening and Speaking Scores)



Humboldt and Nye MODELS (Composite Scores)



Introduction

The 2013 Nevada legislative session delivered groundbreaking legislation for Nevada's English Language Learners (ELLs). Senate Bill 504 (SB 504), signed into law in June of 2013, states that "children who are limited English proficient benefit from instruction that is designed to address the academic and linguistic needs of those children." (SB 504 Sec.2.1(b)) "It is the intent of the Legislature that children who are limited English proficient be provided with services and instruction which is designed to address the academic needs of such children so that those children attain proficiency in the English language and improve their overall academic and linguistic achievement and proficiency." (SB 504 Sec.2.1 (c))

For the first time, the State has appropriated funds to expand ELL Programs. SB 504 specifies "the Department of Education shall use not more than \$1,497,000 in Fiscal year 2013-14 and \$1,497,000 in Fiscal year 2014-15 to provide grants of money to the State Public Charter School Authority and the school districts." (Sec. 16.2.7) Allocations to districts were designated based on the 2012-13 K-4 count of ELLs in each district. Districts that did not identify ELLs in SY 2012-13 were not eligible for SY 2013-14 allocations. The funds were awarded through a non-competitive application process developed and implemented by the Nevada Department of Education (NDE) and administered through the department's grants management system.

The bill identifies programs and services to be offered free of charge to ELLs, which may include, without limitation, the following (Sec 16.2.7 (b)):

- Creation or expansion of high-quality, developmentally appropriate pre-K programs;
- Acquisition and implementation of empirically proven assessment tools to determine ELLs' reading levels and technology-based tools, such as software, designed to support ELLs' learning;
- Professional development for teachers and other educational personnel regarding effective instructional practices and strategies for ELL children;
- Programs and services for ELLs before and after school and during summer sessions.

As part of the application, the NDE allowed for districts to design and propose "Other" programs to address individual student academic needs.

NDE developed and implemented a program-monitoring tool that was utilized during the spring site visits to gather preliminary data and assess the level of program implementation and progress to date. Districts completed and submitted monitoring reports to the NDE. The information gathered is presented in the following report.

The purpose of this summary report is to provide an update on the implementation status of NDE administered programs under Senate Bill 504. Part A will state the requirements as determined in the bill. Part B will provide a program description, features of implementation and a program performance summary by program type for activities through May 2014 for each district. Part C will provide the Nevada Department of Education recommendations for consideration in the support and revision of SB 504 for the 2015 Legislative session. Appendix A provides data on districts, schools, allocations, and number of ELLs served in SB 504 programs.

PART A – Report Requirements

The reporting requirements of SB 504 as set out in the legislation and presented in the following report are as follows: “.... the Department of Education shall ... prepare an annual report that includes, without limitation:

- (a) An identification of the schools that received an allocation of money by the school district or a grant of money from the Department, as applicable;
- (b) How much money each school received;
- (c) A description of the programs or services for which the money was used by each school;
- (d) The number of children who participated in a program or received services;
- (e) The average per---child expenditure per program or service that was funded;
- (f) An evaluation of the effectiveness of the programs or services, including, without limitation, data regarding the academic and linguistic achievement and proficiency of children who participated in a program or received services; and
- (g) Any recommendations for legislation, including, without limitation, for the continuation or expansion of programs and services that are identified as effective in improving the academic and linguistic achievement and proficiency of children who are limited English proficient.” (SB504 Sec16.1.9)

Each of the report elements (a) through (f) is presented in Part B of this report. Element (g) has been synthesized with input from districts and is captured in Part C of this report. *Appendix A* is a table that captures elements (a), (b), (d) and (e).

PART B – Program Descriptions, Features, and Performance Summaries

Part B of this report is organized into sections by Program Type: Pre-Kindergarten, Reading, Professional Development, Before/After/Summer School, and Other. Descriptions, Features and Performance Summaries are provided at the district and school levels for each program type. *Appendix A* provides a summary table of all districts, sites and programs' allocations, participants and per-child expenditures.

It is important to note that data currently collected to demonstrate academic progress and program effectiveness are inconclusive for the following reasons:

- Program start dates varied widely, yielding inconsistent pre-test data.
- Not all districts were able to administer all of the assessments proposed in their program applications:
 - Delays in recruiting qualified personnel to administer programs affected assessment schedules;
 - Some districts require another year to train personnel and build capacity for all of the assessments.
- Some post-test assessments, including the annual English Language Proficiency Assessment (ELPA), have not yet been completed and/or the results are not yet available.

Section 1: Pre-K Creation or Expansion

SB504 funds the creation or expansion of high-quality, developmentally appropriate prekindergarten programs. In 2013-14 eight schools in five school districts received funding for this purpose. Below is a description of each school's program design, features of implementation and a summary of program performance.

Carson City School District

Program Description:

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Carson City			All	47	\$416,416	\$ 8,860
Carson City			PreK	47	\$416,416	\$ 8,860
Mark Twain	3	3	PreK	16	\$138,786	\$ 8,674
Empire	3	2	PreK	22	\$138,786	\$ 6,308
Bordewich Bray	3	3	PreK	9	\$138,844	\$ 15,427

Bordewich Bray, Empire and Mark Twain Elementary Schools enroll the largest percentages of ELL students in the district. SB 504 funds provide expanded PreK programs to these schools by adding additional sections; they are modeled on the existing State PreK program. Morning and afternoon sessions (2 hours and 45 minutes each) are offered from October 1, 2013, through May 29, 2014, four days a week. All three schools use the *Success for All (SFA)* preschool curriculum known as *Curiosity Corner*.

Features of SB 504 implementation include:

- Parental Involvement: Home visits, classroom participation, parent conferences, family literacy, at-home extension activities, participation in school-sponsored family engagement activities, Parent And Child Together (PACT), Parent and Children Reading Together (PCRT), Homework on Wheels, Parent volunteers, and Family Story Teller

- Highly Qualified Personnel: ECE & TESL endorsements, ESL paraprofessional hired; working on HQSI training
- Data: collected by an independent evaluator and mirrors the existing State PreK program
- SY 2014-15: Desire to expand to add another PreK program

Program Performance Summary

- Results for the WIDA MODELS from 18 students: Pre Tests: Speaking 1.5, Listening 1.4/ Post Tests: Speaking 2.94, Listening 3.61

Churchill County School District

Program Description

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Churchill			All	244	\$ 86,714	\$ 355
Churchill			PreK	8	\$ 67,114	\$ 8,389
Northside Early Learning Center	NA	NA	PreK	8	\$ 67,114	\$ 8,389

Northside Early Learning Center provides early childhood services for those children most in need of English language development and for those without resources for formal daycare or childcare. SB 504 funds enable the expansion of Northside Early Learning Center pre-K program by adding an additional section for 3 year olds, modeled after the existing state pre-K program. A morning session (2 hours) is offered from December 3, 2013, through May 29, 2014, four days a week. Northside uses the preschool curriculum known as *Creative Curriculum*.

Features of SB 504 implementation include:

- Diversified Population: For the 8 ELL students: 2 qualified as homeless, 3 students qualified as Migrant, 3 on Medicaid, Nevada Checkup/ WIC, 1 IEP
- Highly Qualified Personnel: 1 bilingual Paraprofessional with a B.A. from Columbia, AA from WNC, Nevada Teaching License, K-8 with P.E. endorsement
- Alignment: Program is coordinated with the already existing State PreK program

Program Performance Summary

- No district data available at this time.

Humboldt County School District

Program Description:

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Humboldt			All - PreK	36	\$ 134,835	\$ 3,745
Sonoma Heights	3	3	PreK	36	\$ 134,835	\$ 3,745

Sonoma Heights Elementary Schools enrolls the largest population (+/- 125) of ELL students in the district. The SB 504 program gives priority to students who speak little or no English and/or have Migrant or Immigrant status. With SB 504 funds Sonoma Heights expanded their pre-K program by adding 2 additional sections. Morning and afternoon sessions (2 hours and 30 minutes each) are offered from September 30, 2013, through May 29, 2014, four days a week. Sonoma Heights uses preschool curriculum known as *Creative Curriculum*.

Features of SB 504 implementation include:

- Parental Involvement: Home visits, classroom participation, parent conferences, family literacy, at-home extension activities like “homework Backpacks”, and participation in school-sponsored family engagement activities like field trip to Water Canyon and discussion of Safe Haven field trip
- Administrator Interviews: indicate that students who participate in the program demonstrate a superior skill set when compared to students who had not participated in the PreK program; students build academic skills and language preparing them for Kindergarten
- Highly Qualified Personnel: Long-term substitute will be replaced with qualified teacher for SY 2014-15
- SY 2014-15: Classes already filled

Program Performance Summary

- From 36 ELLs tested in the Fall and Spring with WIDA MODELS, ELL students show growth from 1.7 in the Fall to 2.7 in the Spring

Elko County School District

Program Description:

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Elko			All	226	\$342,566	\$ 1,516
Elko			PreK	69	\$277,568	\$ 4,023
Northside	2	2	PreK	33	\$143,024	\$ 4,334
Southside	3	4	PreK	36	\$134,544	\$ 3,737

Northside and Southside Elementary Schools enroll the largest percentages of ELL students in the district. With SB 504 funds these schools expanded their pre-K programs by adding 2 additional sections of preK at each school. At Northside and Southside morning and afternoon sessions (2 hours and 30 minutes each) are offered from December 2, 2013, through June 6, 2014, three days a week. Both schools use preK curriculum known as Creative Curriculum & High Scope Curriculum.

Features of SB 504 implementation include:

- Highly Qualified Personnel: 2 Highly Qualified Bilingual Paraprofessional hired; Teacher with Elementary Education Teaching License and with ECE Endorsement hired
- Parent Involvement: Parent And Child Together (PACT), Parent and Children Reading Together (PCRT), Homework on Wheels, Parent volunteers, Monthly Field Trips
- SY 2014-15: A desire to expand another program to Mountain View campus

Program Performance Summary

- Results for the WIDA MODELS: Listening – Pre-tests: 1.58/ Post-test: 3.17; Speaking – Pre-test: 1.41/ Post-test: 4

Nye County School District

Program Description:

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Nye			All-PreK	27	\$121,494	\$ 4,500
Pahrump PreK Site	NA	NA	PreK	27	\$121,494	\$ 4,500

Pahrump SB 504 PreK Site enrolls the largest percentages of ELL students in the district. With SB 504 funds the Pahrump PreK site expanded their pre-K programs by adding 2 additional sections, modeling the sections on the existing pre-K program. At Pahrump morning and afternoon sessions (2 hours and 30 minutes each) are offered from November 18, 2013, through June 6, 2014, four days a week.

Features of SB 504 implementation include:

- Alignment: Coordinated and modeled after existing State Pre-K and Title 1 programs
- Components: Uses StoryTeller
- SY 2015-16: expecting room for growth; with additional funding could add a PreK site at each school
- Highly Qualified Personnel: Had difficulty in finding qualified personnel

Program Performance Summary

- Results for the WIDA MODELS: Pre-tests: .45/ Post-test: 1.56

Section 2: Before/After/Summer School Programs

SB504 funds support the before school, after school, and summer or intersession programs. In 2013-14 eleven sites in three school districts received funding for this purpose. Below are descriptions of each school's program design, features of implementation and a summary of program performance.

Elko County School District

Program Description:

(For all tables * =Projected number of ELLs served by Districts)

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Elko			All	226	\$342,566	\$ 1,516
Elko			B/A/Sum	96	\$ 37,021	\$ 386
Carlin Elem.	2	1	B/A/Sum	9	\$ 4,182	\$ 465
Elko Grammar	3	3	B/A/Sum	5	\$ 5,214	\$ 1,043
Mountain View	3	3	B/A/Sum	53	\$ 14,445	\$ 273
Sage	3	2	B/A/Sum	8	\$ 5,210	\$ 651
Wells	2	3	B/A/Sum	21	\$ 7,970	\$ 380

Carlin, Grammar #2, Mountain View, Sage, and Wells Elementary Schools implemented an after school-tutoring program for ELLs in grades K-4. Students receive assistance with grade level assignments. Before and after school programs run from October through May. At Carlin, afternoon classes are three days a week for 30 minutes and use Study Island and Accelerated Reader. At Grammar #2, morning classes are three days a week for one hour. At Mountain View, afternoon and morning tutoring sessions are five days a week for 30 minutes. At Sage, one hour afternoon reading and writing enhancement classes are

offered two days a week. Wells Elementary will conduct three-hour summer school classes four days a week from June 16 to July 24.

Features of SB 504 implementation include:

- Classrooms are designed to support instruction in Nevada Academic Content Standards.
- Students have created a portfolio of student work.

Program Performance Summary

- Results for Carlin for the WIDA MODELS: Pre Tests: 3.5 / Post-test: 4.1
- Results for Grammar #2 for the WIDA MODELS: Pre Tests: 3.5 / Post-test: 3.7; Moby Max data: Pre-tests: 1.42/ Post-test: 2.8
- Results for Sage for the WIDA MODELS: Pre Tests: 3.97 / Post-test: 5.25; STAR Literacy Pre-test: 1.52/ Post Test: 2.075

State Charter Authority School District

Program Description:

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Public Charter Authority			All-B/A/S	46	\$ 47,168	\$ 1,025
Somerset Academy	5	4	B/A/Sum	17	\$ 39,918	\$ 2,348
Imagine	NR	NR	B/A/Sum	29	\$ 7,250	\$ 250

Somerset Academy and the Rochelle & Rainbow Campuses of Imagine Elementary School implemented after school tutoring programs for ELLs to focus on increasing academic achievement in reading. Somerset Academy runs two-hour afternoon tutoring sessions for ELLs from January through June. The Imagine School campuses each ran sessions for two days per week from January to March.

Features of SB 504 implementation include:

- Parent involvement includes regular meetings to discuss student progress, required attendance at Parent University classes and transportation for students attending after school classes.

Program Performance Summary

- No program data is available until June.

Pershing County School District

Program Description:

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Pershing			All-Sum	29	\$ 13,817	\$ 476
Lovelock Elem.	2	3	Summer	29	\$ 13,817	\$ 476

Lovelock Elementary School plans a two-week summer session program for K – 4 ELL students from June 3 to June 13.

Features of SB 504 implementation include:

- Students will receive grade level books to take home to build family libraries.
- Parents will receive training on how to read with their children at home.
- Students and parents will go on a field trip to the Discovery Museum and to Barnes and Nobles in Reno.

Program Performance Summary

- Data will not be available until late June.

Section 3: Reading Acquisition

In 2013-14, two schools in two districts received funding for EL Reading Programs. Below is a description of each school's program design, features of implementation and a summary of program performance.

Elko County School District**Program Description:**

(For all tables * =Projected number of ELLs served by Districts)

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Elko			All	226	\$ 342,566	\$ 1,516
Northside	2	2	Reading	61	\$ 7,470	\$ 122

Northside Elementary School implemented a reading acquisition program for ELLs in grades K-4. Daily programs run from August 26, 2013 to June 6, 2014.

Features of SB 504 implementation include:

- A leveled reader library was created for daily reading activities and instruction.

Program Performance Summary

- Results for Northside for the WIDA MODELS: Pre-tests: 4.01/ Post-test: 4.7; Results for STAR: Pre-test: 712.2/ Post-test: 728.8

Esmeralda County School District**Program Description:**

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Esmeralda			All- Read	11	\$ 3,812	\$ 347
Dyer Elem.	5	5	Reading	11	\$ 3,812	\$ 347

Dyer Elementary School implemented a reading acquisition program for ELLs in grades K-6. Sessions run 45 minutes per school day from August 2013 to the end of June 2014

Features of SB 504 implementation include:

- Every Dyer Elementary ELL student participated in this program.
- The program used SuccessMaker for Reading.

Program Performance Summary

- No district data available at this time.

Section 4: Professional Development

SB 504 funds Professional Development for teachers and other educational personnel to develop effective instructional practices and strategies for children who are limited English proficient. In 2013-14, instructional personnel from twenty-two schools in three school districts received funding for this purpose. Below are descriptions of each district's program design, features of implementation and a summary of program performance.

Churchill County School District**Program Description:**

(For all tables * = Projected number of ELLs served by Districts)

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Churchill			All	244	\$ 86,714	\$ 355
Churchill			PD	236	\$ 19,600	\$ 83

The Churchill County School District proposes to have all teachers trained in Sheltered English instruction.

Features of SB 504 implementation include:

- ELL specialists, principals, administrators and other staff have greater awareness of language development standards.

Program Performance Summary

- Actual Trainings: 1 WIDA training, 1 Ellevations System Training and follow up training
- Actual Participants: ELL teachers=5; Administrators=6

Douglas County School District**Program Description:**

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Douglas			All	283	\$ 101,007	\$ 357
Douglas			PD	208	\$ 55,713	\$ 268

The Douglas County School District partially funds a Professional Development Center (PDC) Language Acquisition Specialist to provide training, modeling, coaching, and support for school site staff and ELL teachers and support personnel.

Features of SB 504 implementation include:

- Administrators actively evaluate and encourage sheltered instruction implementation in the classroom.
- Staff in district trained on using WIDA model kits
- Seven teachers trained on use of WIDA Model kits and all are certified teachers with ESL Endorsement

Program Performance Summary

- Actual Trainings: 6 HQSI training days for 2 schools
- Actual Participants: Administrators=5; Specialists=16; content teachers=42

White Pine County School District**Program Description:**

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
White Pine			All-PD	51	\$ 8,576	\$ 168

The White Pine County School District plans to have teachers trained with SIOP.

Features of SB 504 implementation include:

- Two more SIOP trainings are planned for summer and fall.

Program Performance Summary

- Actual Trainings: 2 WIDA trainings; 2 SIOP trainings; 40 PLC Trainings
- Actual Participants: Administrators=1; Specialists=2; content teachers=7; ELL teachers=2

Section 5: Prek-4 Other Programs

District designed programs to address individual student academic needs. In 2013-14, five schools in two school districts received funding for this purpose. Below is a description of each school's program design, features of implementation and a summary of program performance.

Douglas County School District**Program Description:**

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Douglas			All	283	\$ 101,007	\$ 357
Douglas			Other	75	\$ 45,294	\$ 604
CC Mendeley	4	3	Other	16	\$ 11,323	\$ 708
Gardnerville Elem.	3	3	Other	29	\$ 11,323	\$ 390
Jacks Valley	5	4	Other	16	\$ 11,323	\$ 708
Minden Elem	4	3	Other	14	\$ 11,323	\$ 809

Douglas designed a hybrid Reading and Tutoring program for students during the school day.

Features of SB 504 implementation include:

- Program uses a push in approach engage students and teachers in the classroom content.

Program Performance Summary

- No district data available at this time.

Lyon County School District**Program Description:**

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Lyon			All-Other	28	\$ 184,385	\$ 6,585
Fernley Elem.	5	4	Other	14	\$ 92,192	\$ 6,585
Yerington Elem.	3	3	Other	14	\$ 92,193	\$ 6,585

The Lyon County School District created two English Language Acquisition Specialist (ELAS) positions to provide support for English Language Learners (ELLs) attending kindergarten at Fernley Elementary and Yerington Elementary Schools.

Features of SB 504 implementation include:

- Focus on training parents.
- Specialists work with GLAD trained teachers.

Program Performance Summary

- Results for Yerington for the WIDA MODELS: Pre-tests: 3.5 / Post-test: 4.1; MAPPs show gains of 11.64; WAPT show gains of 6.5.
- Results for Fernley for the WIDA MODELS: Pre-tests: 3.5 / Post-test: 4.1; MAPPs show gains of 9.643; WAPT show gains of 9.1.

PART C – Recommendations for Legislature

In consultation with LEA and school personnel, the Nevada Department of Education provides three specific recommendations for legislative consideration relative to SB 504:

1. Ensure that appropriate evaluation tools are available or provide resources for their development.
 - a. Currently, no appropriate prekindergarten assessments exist to identify children as ELL or to measure their English language proficiency.
 - i. Until SY 2013-14, Nevada used the pre-LAS, a very weak English proficiency screening tool designed in the 1970s for Kindergarten children.
 - ii. In 2013-14 Nevada began to replace the pre-LAS with WIDA MODELS, a comprehensive assessment tool designed to evaluate Kindergarten children for English proficiency in Speaking, Listening, Reading and Writing.
 - b. The NDE is negotiating with WIDA and working to secure funding for a contract to develop and pilot a suite of assessments to identify and assess the English proficiency level and development of PreK ELL students, ages 2.5 – 5.5.
2. Ensure the alignment of all state funded and federally funded PreK programs (i.e. SB 504, State PreK, Title I and Title III).
 - a. The proposed WIDA contract will include a customization of the existing WIDA PreK English Language Development Standards to support Nevada's PreK Standards and the corresponding Professional Development for Nevada's PreK personnel.
 - b. All Nevada PreK programs and the children they serve will benefit from requirements to ensure uniformity and consistency in implementation of standards, evidence-based practices and evaluation measures across programs.
3. Ensure availability of necessary resources, especially qualified/trained personnel and appropriate facilities for program implementation and expansion.
 - a. Districts experienced difficulty securing appropriate classroom facilities.
 - i. Some districts had to delay their program start-up to find rooms with bathrooms and access to play areas.
 - ii. Some districts looked to rent facilities or had to displace other classes.
 - b. Districts experienced difficulty recruiting and hiring qualified early childhood personnel.
 - i. Some districts postponed their programs while looking for qualified personnel.
 - ii. Some districts hired long-term substitutes while looking for qualified personnel.

The NDE is grateful for the opportunity to express these recommendations.

Appendix A – Allocations and Expenditures

SB 504 Allocations and Expenditures by Program Type						
Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Carson City			All	47	\$ 416,416	\$ 8,860
Carson City			PreK	47	\$ 416,416	\$ 8,860
Mark Twain	3	3	PreK	16	\$ 138,786	\$ 8,674
Empire	3	2	PreK	22	\$ 138,786	\$ 6,308
Bordewich Bray	3	3	PreK	9	\$ 138,844	\$ 15,427
Churchill			All	244	\$ 86,714	\$ 355
Churchill			PD	236	\$ 19,600	\$ 83
Churchill			PreK	8	\$ 67,114	\$ 8,389
Northside Early Learning Center	NA	NA	PreK	8	\$ 67,114	\$ 8,389
Douglas			All	283	\$ 101,007	\$ 357
Douglas			PD	208	\$ 55,713	\$ 268
Douglas			Other	75	\$ 45,294	\$ 604
CC Mendeley	4	3	Other	16	\$ 11,323	\$ 708
Gardnerville Elem.	3	3	Other	29	\$ 11,323	\$ 390
Jacks Valley	5	4	Other	16	\$ 11,323	\$ 708
Minden Elem	4	3	Other	14	\$ 11,323	\$ 809
Elko			All	226	\$ 342,566	\$ 1,516
Elko			PreK	69	\$ 277,568	\$ 4,023
Elko			B/A/Sum	96	\$ 37,021	\$ 386
Elko			Reading	61	\$ 7,469	\$ 122
Northside	2	2	PreK	33	\$ 143,024	\$ 4,334
Southside	3	4	PreK	36	\$ 134,544	\$ 3,737
Carlin Elem.	2	1	B/A/Sum	9	\$ 4,182	\$ 465
Elko Grammar	3	3	B/A/Sum	5	\$ 5,214	\$ 1,043
Mountain View	3	3	B/A/Sum	53	\$ 14,445	\$ 273
Sage	3	2	B/A/Sum	8	\$ 5,210	\$ 651
Wells	2	3	B/A/Sum	21	\$ 7,970	\$ 380
Northside	2	2	Reading	61	\$ 7,470	\$ 122
Esmeralda			All- Read	11	\$ 3,812	\$ 347
Dyer Elem.	5	5	Reading	11	\$ 3,812	\$ 347
Humboldt			All - PreK	36	\$ 134,835	\$ 3,745
Sonoma Heights	3	3	PreK	36	\$ 134,835	\$ 3,745
Lander	NA	NA	All- Sum	TBA	\$ 34,781	TBA
Lincoln			N/A	N/A	\$ 1,429	

Appendix A – Allocations and Expenditures

Districts and Schools	SPF Star Rating		Program Type	# EL Students Served*	Projected Allocation	
	2011-12	2012-13			Allocation	Per Pupil
Lyon			All-Other	28	\$ 184,385	\$ 6,585
Fernley Elem.	5	4	Other	14	\$ 92,192	\$ 6,585
Yerington Elem.	3	3	Other	14	\$ 92,193	\$ 6,585
Nye			All-PreK	27	\$ 121,494	\$ 4,500
Pahrump PreK Site	NA	NA	PreK	27	\$ 121,494	\$ 4,500
Pershing			All-Sum	29	\$ 13,817	\$ 476
Lovelock Elem.	2	3	Summer	29	\$ 13,817	\$ 476
White Pine			All-PD	51	\$ 8,576	\$ 168
Public Charter Authority			All-B/A/S	46	\$ 47,168	\$ 1,025
Somerset Academy	5	4	B/A/Sum	17	\$ 39,918	\$ 2,348
Imagine	NR	NR	B/A/Sum	29	\$ 7,250	\$ 250

*Total counts for EL Students Served may include students that are counted more than once in multiple programs